

GOLD

B1+ Pre-First

NEW EDITION



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Making contact

Listening and Vocabulary focus ▶ p.6

Aim

- to introduce the topic of friends and family, and provide speaking practice

Warmer

Put students into pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to find out their partners' names, where they are from if you have a multinational class, what they are studying/do for a job and what they like doing in their spare time. Ask each student to briefly introduce their partner to the class, e.g. *This is Pedro. He's studying Political Science, and enjoys hiking and yoga.*

If students already know each other, ask them to find out what their partner finds easiest and most difficult about learning English.

- 1 Point out the phrase *circle of friends* (all the friends someone has) and point out that the opposite of a *wide circle of friends* is a *small circle of friends*. Put students into pairs to discuss the questions. Elicit some ideas.
- 2 Give students a few minutes to answer the survey questions individually. Elicit a few answers to the first question, and write them on the board. Elicit or share an example of how the answers could be compared, e.g. *Elisa thinks that the best way to make new friends is to join a club or sports team, but/while I think it is easier to meet people online.* Ask students to ask each other the questions, and compare their answers.

Alternative activity: Move around

Instead of comparing answers in pairs, ask students to move around the classroom, asking and answering each question from Activity 2 with a different partner.

- 3 Play the recording for students to match the speakers with the questions.

Additional activity: Guess the question

Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers

- 1–2 Students' own answers
- 3 Speaker A 5
Speaker B 7
Speaker C 2
Speaker D 1

- 4** Give your own example and ask students to guess which adjective it refers to, e.g. *I've just been for a 10 km run. (I'm exhausted.)* Circulate while students write their explanations. If some finish quickly, invite them to write an additional explanation for each adjective. Students share their explanation(s) with a partner. Invite a few students to share their explanations to finish, and have the class guess the adjective.
- 5** Go through the **Language tip** with the class. Explain that adjectives with *-ing* endings talk about situations that cause feelings, rather than the feelings themselves, e.g. an *exciting* situation, an *upsetting* situation. Go through the list of adjectives in Activity 4, eliciting the ones with an *-ing* ending. For the adjectives that don't have an *-ing* ending (*scary* and *nervous*), elicit alternatives used to describe situations which make people nervous or scared (*frightening*, *nerve-wracking*).
- 6** Encourage students to choose different adjectives from the ones they chose in Activity 5. Students share their answers in pairs. For extra practice, students repeat the activity with a new partner and three other adjectives.

Answers

- 2** Students' own answers
- 3** 1 D 2 E 3 G 4 I 5 J
6 B 7 C 8 H 9 A 10 F
- 4** Sample answers: *I've heard a strange sound outside my window. (I'm scared.)* *Someone has eaten all my cereal. (I'm annoyed.)*
- 5** All the adjectives apart from *nervous* and *scared* can have the ending *-ing*.
- 6** Students' own answers

Additional activity: Questions and answers

In pairs, students write five questions using some of the adjectives, e.g. *What makes you annoyed?* *Do you have anything exciting planned for the weekend?* Circulate, checking question forms and that the *-ed / -ing* forms have been selected correctly. Students ask and answer their questions with a new partner.

ADDITIONAL PRACTICE | **Maximiser** p.12, Vocabulary 1–3 | **MEL** Unit 2, Vocabulary 1–3 | **ActiveTeach Game**: Pelmanism

Long turn

Aim

- to use a range of language to talk about similarities and differences in an exam-style long turn task (Speaking, Part 2)

- 7** Refer students to the two photos on page 17. Students discuss the questions in pairs. Elicit a few answers for each from the class. Read the **Exam tip** aloud.
- 8** Give students time to read the instructions first, then play the recording. Elicit the correct instructions.
- 9** Read the rubric aloud and then play the recording. Students compare their ideas in pairs.
- 10** Students complete the sentences with the words in the box. They compare their answers in pairs, then check as a class.
- 11** Give students a few minutes to plan what they are going to say and find any vocabulary they need. They could write notes but should not write down full sentences. Circulate, listening for phrases from Activity 10, and noting down any good use for sharing as an example, or errors for later correction.
- 12** Tell students they are going to do another long turn exam practice activity using the tasks on pages 134 and 136. Students take turns to be the examiner and the student. Encourage them to use words from Activity 10.
- 13** Students reflect on the task using the questions. If time allows, ask students to try the other task to build fluency and confidence, taking into account their reflection.

Teaching tip: Peer feedback

Point out some of the benefits of peer feedback for both the giver and recipient. For example, it helps students get to know the tasks and requirements better; receiving feedback from a peer rather than the teacher may involve less pressure.

Answers

- 7** Suggested answers
- 1 The woman is at a hairdresser's and the children are outside in a garden.
- 2 The hairdresser is possibly dyeing the woman's hair – she's putting it in silver papers. The children are playing together, wearing fancy dress costumes to look like fairies.
- 3 All the people want to look different/good/their best; they want to change their appearance.
- 8** 2 and 5
- 9** Student A: 1 and 4 Student B: 2 and 5
- 10** 1 whereas 2 however 3 other 4 main
- 11–13** Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.12, Speaking 1–2 | **MEL** Unit 2, Speaking 1–2 | **MEL Extra practice**, Speaking 4a Part 2 Responding to pictures: Evaluating the comments | **MEL Extra practice**, Speaking 4b Part 2: Responding to pictures: Practice

Warmer: Revision

Put students in pairs. Ask Student A to turn to look at Student's Book page 18, Activity 4 and Student B to turn to Student's Book page 63, Activity 1. Students take turns to read one of the questions in the exercise, omitting the preposition, and see if their partner can remember it.

- 1 Focus students' attention on the first sentence in Activity 1. Elicit the correct preposition (*of*). Check students understand the word *lift* (American English: *elevator*) in question 3. Students complete the remaining questions then compare in pairs, before checking as a class. Elicit some ideas for each about why each speaker might be saying these things.
- 2 Read the first sentence starter as a class, and elicit some possible ways to complete it, e.g. *better lighting*. Students complete the sentences then share their ideas in pairs. Elicit a few endings for each sentence with the class, checking that they make sense and are grammatically correct.
- 3 Go through the **Language tip** box before starting this Activity. Students complete the phrases and decide whether they are true or false for them. Students discuss their ideas in pairs.

Answers

- 1 Suggested answers in brackets
 - 1 of (mother to friend when she needs to go out for a moment)
 - 2 at (friend to friend – they want some help with work)
 - 3 of (people living in a block of flats)
 - 4 on (teacher surprised by student's good work)
 - 5 on (child to mother after dropping a plate)
 - 6 of (employer to employees)
- 2 Suggested answers in brackets
 - 1 in (redecorating) 2 up (we still need heating)
 - 3 on (my brother/sister) 4 For (we could have more shelves on that wall)
- 3 1 by/with 2 for 3 of 4 for 5 with 6 about
7 to 8 of

Additional activity: Mini-dialogues

Each pair selects one of the sentences from Activity 1 and uses it as the first line in a mini-dialogue. Students write their dialogues, then perform them for the class.

Use of English

Key word transformation

Aim

- to use prepositional phrases and phrases with dependent prepositions to complete an exam-style key word transformation activity (Reading and Use of English, Part 4)

- 4 Focus students' attention on the **Exam tip** box. Set a timer for eight minutes for students to complete the sentences. Ask students to check that they have used the word given without changing it, and have used two to five words. Students compare answers in pairs before checking as a class. When checking question 3, write on the board *get rid of* and elicit the meaning (throw away).

Answers

- 4 1 up to a point 2 were emptied by 3 getting rid of
4 was out of order 5 had their house painted
6 took advantage of

ADDITIONAL PRACTICE | **Maximiser** p.52, Use of English 1–2 | **MEL** Unit 8, Use of English 1–2 | Photocopiable 8C *Give us a word*

Writing focus ► p.88

Article

Aims

- to present an informal letter example
- to practise using interesting vocabulary and avoiding repetition

Warmer: Discussion

Share a few sentences about a holiday you went on with the class, without revealing the destination. Ask students to guess where you went.

Ask students to think of a holiday they went on (real or imagined) and give them a few minutes to write a few sentences about it without revealing the destination's name. Put students into pairs or groups of three to share their sentences, while the listener(s) guess the place.

Ask students to reflect on what they wrote and whether they had repeated any words or phrases.

1 Which technology could you not live without and why?

5 Have you ever tried to go a full day without using your phone? What happened? If not, would you ever try this and why?

2 Which item of technology do you use the most? How often do you use it?

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3 Is there a piece of new technology you would like to have? What is it? Why?

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4 Is there any technology that you think has had a negative impact on the world?

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Summary



<p>Book light This small battery-operated light clips onto any book. Ideal for those situations where there's no electricity.</p>	<p>Cam-cover Protect your digital camera from water with this special waterproof cover.</p>	<p>Boomerang This classic aboriginal weapon from Australia makes an ideal toy for outdoor fun and exercise!</p>	<p>Hand-held scales These small scales are ideal for checking how much your luggage weighs. So small they'll fit in your pocket!</p>	<p>Desktop fan Keep cool on a hot day with this portable, battery-operated fan.</p>
<p>USB cup warmer Plug this handy cup holder into a USB port on your computer. It will keep your tea or coffee warm for hours.</p>	<p>Key-ring camera A tiny digital camera with a key ring attached. Takes fantastic pictures!</p>	<p>Remote-control helicopter Fly your very own helicopter. OK, it's only a model helicopter but it's almost as much fun as the real thing!</p>	<p>Lava lamp This amazing glass lamp constantly changes colour and looks great in any room.</p>	<p>Electronic drum kit These electronic drums would make the perfect gift for anyone who wants to start their own rock group!</p>
<p>Instant website Everything you need to start up your own website.</p>	<p>Flytrap plant Grow your own meat-eating plant (eats mosquitoes, flies and other small insects).</p>	<p>Inflatable punch bag This inflatable punch bag is ideal for when you're angry and need to hit something!</p>	<p>Solar phone charger Use the power of the sun to recharge your phone when the battery runs low with this portable charger.</p>	<p>Home gym No need to pay for expensive gym membership. Stay fit with this home gymnasium kit.</p>
<p>Portable barbecue This looks like a metal briefcase but folds out into a small barbecue.</p>	<p>Computer protector Wrap this around your laptop or tablet computer to protect it from damage.</p>	<p>Waterproof jacket The ideal gift for someone who loves the outdoors.</p>	<p>Miniature video camera This video camera is so small it will fit comfortably into your pocket. It weighs less than 200 grams.</p>	<p>Electric scooter A classic scooter with a small electric motor. Great for short trips out.</p>
<p>Fold-up scooter This tiny but strong scooter folds up and can be carried in a small bag or case.</p>	<p>Swiss Army knife This multi-purpose classic Swiss Army knife even has a USB stick.</p>	<p>Alarm clock and 'gun' This alarm clock comes with an electronic 'gun'. When the clock goes off, point the gun at it, fire and it switches off.</p>	<p>Hand warmer Battery-operated hand warmer. Keeps your hands warm on a cold day. Can also be used to warm up a cold bed!</p>	<p>Electronic photo album Display your favourite photographs in this electronic album. Holds up to 2,000 pictures.</p>
<p>A paint-your-own mural design set Perfect for people who love decorating and personalising their home.</p>	<p>Beach towel This towel has the word 'Reserved' on it in big, bold letters. Reserve your place by the pool before anyone else gets there!</p>	<p>Portable speakers Get excellent sound from your MP3 player with these tiny but powerful speakers.</p>	<p>Secret safe It looks like an ordinary drinks can but is actually a secret hiding place for your money and other valuables.</p>	<p>Night vision glasses See in the dark with these amazing glasses (range up to 30 metres).</p>